DOCUMENT RESUME

ED 333 948 JC 910 343

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TITLE Institutional Effectiveness: Examining Change among Specific Employee Groups.
PUB DATE Apr 90
NOTE 29p.; Paper presented at the Annual Research Conference of the California Association of Community Colleges (Asilomar, CA, April 18-20, 1990).
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitude Change; Attitude Measures; *Change Agents; College Faculty; Community Colleges; Comparative Analysis; *Employee Attitudes; Faculty College Relationship; Likert Scales; *Participant Satisfaction; *School Effectiveness; *School Personnel; School Surveys; Self Evaluation (Groups); Tables (Data); Teacher Attitudes; Two Year Colleges
IDENTIFIERS *Cerritos College CA

ABSTRACT

One of the primary methods of assessing institutional effectiveness is through the implementation of attitudinal surveys. In fall 1988 and fall 1989, surveys were administered to all employees of Cerritos College (CC) to examine employee attitudes about the institution and to collect demographic data about respondents. Among the 691 employees who responded in fall 1988 and the 638 employees responding in fall 1989, staff classification, gender, ethnicity, and age remained relatively static. Attitudinal components of the survey consisted of positive statements about different aspects of the institution to which respondents indicated their level of agreement. Specific employee groups were examined for changes in attitudes between the two survey administrations. Study findings included the following: (1) in examining all employee groups, 8 of the 73 items in the survey were found to exhibit statistically significant changes between fall 1988 and fall 1989, all in a positive direction; (2) statistically significant change was generally noted on items corresponding to areas in which intervention by the institution had occurred within the preceding 12 to 18 months, such as student orientation and recognition of staff contributions; (3) among full-time faculty, there were two statistically significant changes in a positive direction (i.e., in questions related to shared governance and to student orientation); (4) the largest number of statistically significant changes (n=12) were observed among part-time faculty, with all occurring in a positive direction and over half related to CC's educational program or financial resources; and (5) among classified staff, there was a decline in positive attitudes about the college. The survey instrument and detailed data tables are included. (JMC)

ED333948

INSTITUTIONAL EFFECTIVENESS:

EXAMINING CHANGE AMONG SPECIFIC EMPLOYEE GROUPS

presented at the

California Association of Community Colleges

Annual Research Conference
April 18-20, 1990
Asilomar, California

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Introduction

An examination of research and theoretical literature clearly reveals the importance of firmly established institutional effectiveness procedures. As Baker and Roberts (1989) have indicated, a comprehensive examination of institutional effectiveness procedures provides significant information about the way an institution is perceived, externally as well as internally. Feedback is provided pertaining to the degree that the institution adheres to its publicized mission and educational goals. The adherence (or lack of adherence) to these educational goals is a direct comment to the community. At all levels of education, a clearly defined institutional purpose demonstrates to students, faculty and staff that the institution is committed to lofty educational outcomes.

A number of studies (Astin, 1977; Bowen, 1977; Lenning, 1981; Pace, 1979; Miller, 1981; Barak, 1982; Ewell, 1983, 1984, 1985) have demonstrated the importance of the evaluation of institutional effectiveness through a systematic assessment of educational outcomes. In light of revisions to the Handbook of Accreditation which will be considered for adoption on June 1, 1990 (see Standard 1D, "Institutional Effectiveness"), the development of a comprehensive systematic assessment of institutional effectiveness at all institutions is a major priority. While a number of methods exist, one of the primary modes of systematic assessment is through the implementation of attitudinal surveys. As Bridger (1989) states, "attitudinal surveys take different forms, address a range of publics, and generate a wealth of information to be ploughed back into the planning/evaluative process." The role of institutional research in the planning/evaluation process is well established. Proposed revision on items 1D.1 and 1D.2 in the Handbook of Accreditation are fine examples of the renewed focus on the inclusion of data provided through institutional research in assessing various elements of the institution (i.e., educational programs, student services, instructional programs, etc.).

Considering the role of institutional research in systematically assessing institutional effectiveness and the important insight provided by attitudinal surveys, the Office of Institutional Research & Development at Cerritos College was entrusted with spearheading an effort to develop, disseminate, collect, analyze and report results obtained from an in-house institutional effectiveness attitudinal survey. The following report focuses on the coordination of this task and on significant findings which have become an integral part of future decision-making.

Method

An institutional effectiveness attitudinal survey was first proposed in early September, 1988 at the first meeting of the Accreditation Self-Study Committee. At this meeting, subcommittee representatives expressed, "a strong desire … to provide a sufficient quantity of evaluative data in a variety of forms for the subcommittees."

As Bridger states, in designing a survey of this nature, " … representatives from each of the potential

user groups should be involved in the process, participating in the identification of survey populations and of kinds of information desired." Paying heed to this recommendation, the Office of Institutional Research & Development, in conjunction with the Chair of the Comprehensive Planning and Accreditation Steering Committee, met with representatives of the nine Accreditation sub-committees. These representatives had previously been instructed to moderate a sub-committee meeting, focusing on topics which were pertinent to the specific standard that might warrant inclusion on an institutional effectiveness survey. Sub-committee members were not directed how to phrase possible questions, or what response formats to consider. Sub-committee members were informed, however, that the survey was targeted for dissemination to all administrators, full- and part-time faculty, and classified staff. With these parameters in mind, the nine representatives each forwarded a list of possible questions.

In addition to questions forwarded by the various sub-committees, recommendations from the previous Accreditation visit were also reviewed. Priority recommendations which had not been addressed in some part by the sub-committee groups were re-worded as questions for possible inclusion in the institutional effectiveness survey.

The first draft of the Institutional Effectiveness Survey synthesized the aforementioned information, providing interested parties with a working model. After numerous meetings, revisions, and discussion, the Office of Institutional Research and Development drafted a final version of the Institutional Effectiveness Survey in early October, 1988. Considering the desired information which would best meet the needs of a diverse audience, the Institutional Effectiveness Survey set out to collect demographic as well as attitudinal data. Respondents were asked to provide information about staff classification, employment status, gender, ethnicity, and age. Following the collection of demographic information, respondents were asked to provide feedback on 73 5-point Likert scale items (5=Strongly Agree; 1=Strongly Disagree), with a sixth response option for "No Opinion." Items were posed in the form of positive statements and were grouped by their relation to one of the nine standards. A tenth section, entitled "General Institutional Effectiveness," was also created. Items/statements grouped under this heading reflected commonly voiced statements/concerns that either did not fit under one of the other headings or was universally posed by all sub-committee representatives. At the end of each grouping, respondents were afforded the option of providing open-ended comments which related to the specific standard.

A cover letter was also attached to the survey. The cover letter addressed the reason for the survey, how the information gathered was going to be used, and the role of the employee in the process. Information pertaining to the completion and return of the survey was also provided. Employees were also informed about confidentiality and anonymity. The cover letter was signed by the Chair of the Comprehensive Planning and Accreditation Steering Committee and the Administrative Dean of Educational Support Services to further impress upon employees the seriousness of the survey. A similar memo, addressed to all managers from the President of Cerritos College, was also concurrently mailed.

In disseminating the survey, lists and labels were generated by Cerritos College's Office of Computer Services for all employees by division/area. While confidentiality and anonymity were promised to all respondents, the immediate manager in each division/area was made directly responsible

for collecting surveys. To retain confidentiality and anonymity, employees were instructed to return the cover letter which bore their name to the manager so that he/she could check off the employee's name. The survey itself was placed in a large manila envelope that was immediately sealed after the latest returned survey was randomly inserted among other returned surveys. A few days following the designated survey return deadline, a representative of the Office of Institutional Research & Development went to each division/area to collect the returned surveys in-person.

Approximately one year later, the survey was administered via the same process, with a few slight changes. Based upon feedback from the initial Institutional Effectiveness Survey, seven items/statements were added to the Governance and Administration section of the Fall 1989 Institutional Effectiveness Survey, increasing the number of attitudinal items to 80. The cover letter was also reworded slightly in order to reflect changes in deadlines. Otherwise, the same survey and administration/collection process was instituted.

Results

In collecting data from Fall 1988 and Fall 1989, minimal difference was noted in regard to any of the demographic variables. Among the 691 employees who responded in Fall 1988 and the 638 who responded in Fall 1989, staff classification, gender, ethnicity and age all remained relatively static. The largest change was noted on employment status, where slightly over 6% more full-time employees were recorded in Fall 1989.

While results were analyzed in a variety of ways, the results of the attitudinal items reported in this study were analyzed via a two-tailed independent-samples Student's t-test ($p < .05$). The seven items added to the Governance and Administration section on the Fall 1989 Institutional Effectiveness Survey were not analyzed for change.

In examining statistically significant change between the Fall 1988 Institutional Effectiveness Survey to the Fall 1989 Institutional Effectiveness Survey, the researcher initially examined change among all employees from the Fall 1988 survey administration to the Fall 1989 survey administration. Following this analysis, specific employee groups were examined for signs of statistically significant change. The more pointed focus on specific employee groups provided a richer, more accurate gauge as to the perceived changes in institutional effectiveness at Cerritos College.

All Staff

In examining change among all staff, eight of the 73 items were found to exhibit statistically significant change from Fall 1988 to Fall 1989. All change noted was in a positive direction (items/statements rated higher in Fall 1989 than in Fall 1988). While the statistically significant results obtained did not appear to cluster on specific standards, statistically significant change was noted on two items on both the Institutional Staff and Financial Resources sections.

Statistically significant change was generally noted on items/statements where related intervention had occurred within the past 12 - 18 months. For example, the perception that students were well served by Orientation reflects the increased emphasis placed on Matriculation and its Orientation component. The visibility of intervention via new student campus tours, student evaluations of Orientation, and a Matriculation newsletter have all served to increase awareness about Orientation. The recognition of a Classified Employee of the Month, Great Teacher Conferences, and year-end faculty award ceremonies have also had the same effect on the perception of the recognition of staff contributions.

Executives/Managers

Five statistically significant differences were noted among employees who designated themselves as executives/managers, with all statistically significant results again occurring in a positive direction. An examination of this specific employee group also reveals a clustering of significant results. Four of the five significant findings were in response to items/statements posed about learning resources. The change in the perception of learning resources may be partially attributable to a concurrent administrative re-alignment. Slightly prior to the Fall 1988 survey administration, the position of Administrative Dean of Educational Services was created, a new Director of the Library was hired, and plans to renovate the Learning Resource Center based upon Title III funding were in the proposal stage.

Full-Time Faculty

The least number of statistically significant results, two, were observed among this group, reflecting the diversity of this employee group. While minimal statistically significant change was noted among this employee group, one of the items that was statistically significant was the degree that full-time faculty believed faculty shared in the governance of the college. Full-time faculty in Fall 1989 were in stronger agreement that the governance was appropriately shared.

The other item/statement that was found to be statistically significant was observed in regard to the servicing of students by Orientation. A positive change was also observed in regard to this item from Fall 1988 to Fall 1989. Much of this change is attributable to the continued and strengthening student orientation process at Cerritos College. At the time the first survey was administered, the current Orientation process was in its infancy and was not as well publicized. By the time the second survey was administered in Fall 1989, student orientation had been in place for a couple of semesters, was being regularly evaluated by both staff and students, involved a greater number of individuals campus-wide, and was in general well received and supported.

Part-Time Faculty

The largest number of statistically significant findings, twelve, were observed among part-time faculty, with all change occurring in a positive direction. These statistically significant differences were

noted on both the Educational Program and Financial Resources sections, representing half of the statistically significant change that was found.

In regard to educational programs, it appears that part-time faculty believed the overall quality of education at Cerritos College had increased from Fall 1988 to Fall 1989. While part-time faculty are nomadic, the length of tenure of a significant percentage of part-time faculty at Cerritos College lends some credence to the fact that a truly observable difference was indeed perceived to occur among this group.

Part-time faculty also perceived a strong financial base at Cerritos College. The perception that the current financial resources and administration were proper or exceptional and that long-term planning was in place was significantly higher in Fall 1989 than in Fall 1988.

Other Staff

Four statistically significant findings were observed among respondents who represented a wide range of classified staff positions. Unlike any of the previous findings, one item/statement, the maintenance of a positive attitude about Cerritos College, exhibited a negative change. While still rated high, this group of employees expressed a more positive attitude about Cerritos College in Fall 1988 than in Fall 1989. However, in somewhat of a contradiction, this group did express a belief that the recognition given to staff contributions had increased. Once again, the perception that students were well served by Orientation was found to have increased significantly.

Discussion

While each specific employee group appears to have focused its attention on issues that directly affects them, in examining the statistically significant findings common themes do occur. Both the executive/managerial and the other (classified) staff employee groups perceived a statistically significant increase in recognition given to staff contributions. Placement testing was perceived in a more positive vein by both part-time faculty and classified staff in Fall 1989 than in Fall 1988. Orientation was rated higher in Fall 1989 by nearly all employee groups. In comparing these individual group findings with overall group findings, it appears that these significant findings all hinge upon the implementation of new programs or intervention, or upon a renewed focus on the item/statement in question. The attention paid to specific areas, even minor attention, appears to have had a dramatic impact on its perceived effectiveness. In examining services or activities which were not rated as highly, future decision-making might consider the implementation of new techniques or interventions which are action oriented, focusing on activities which emphasize high visibility.

ACCREDITATION
INSTITUTIONAL EFFECTIVENESS SURVEY
(ALL STAFF, N=638)

Please return this survey by Friday, September 15, 1989 to your immediate manager. Thank you.

Check the following demographic items as they apply to you:

Staff Classification: N=607

7.1 Executive/Administrative/Managerial
55.7 Faculty
6.9 Professional/Non-Faculty
19.9 Secretarial/Clerical
4.3 Technical/Paraprofessional
1.6 Skilled Crafts
4.4 Service/Maintenance

Ethnicity: N=608

0.3 American Indian/Native Alaskan
4.6 Asian or Pacific Islander
3.3 Black
78.6 White/Caucasian
11.5 Hispanic
0.5 Filipino
0.8 Other

Employment Status: N=626

68.2 Full-time
31.8 Part-time

Age Group: N=616

0.0 Under 20
2.9 20 - 25
5.8 26 - 30
13.1 31 - 35
14.4 36 - 40
18.7 41 - 45
15.4 46 - 50
13.0 51 - 55
7.8 56 - 60
5.5 61 - 65
1.9 66 - 70
0.6 Over 70

Gender:

43.4 Male
56.4 Female

For each statement below, please indicate the degree to which you agree or disagree.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion	
GOALS AND OBJECTIVES							
1. I understand the College's philosophy and mission.	0.9	3.6	10.4	55.0	28.3	1.7	N=633
2. I generally feel well informed about the major goals and priorities at Cerritos.	2.5	10.1	14.0	53.0	19.1	1.3	N=634
3. I believe I can provide input to the goals and objectives established at Cerritos.	1.1	4.3	19.2	45.4	26.0	4.1	N=635
4. The activities of my unit/department/ office relate to the major goals and objectives of the College.	0.9	2.5	8.8	41.1	43.9	2.5	N=635
5. Overall, I believe the College can achieve the goals it has established.	0.3	1.9	10.9	53.2	29.8	3.9	N=635

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion	
GOALS AND OBJECTIVES (continued)							
Comments about Goals and Objectives:							
Total Number of Respondents Making Comments = 45							
Number Made By:							
Managers =8							
Full-time Faculty =18							
Part-time Faculty =10							
All Other Staff =9							
EDUCATIONAL PROGRAMS							
6. Faculty participate fully in curriculum development.	1.1	5.4	16.6	40.1	18.3	18.5	N=628
7. The various methods of instruction used by Cerritos faculty facilitate student learning.	0.5	2.2	13.0	51.7	23.1	9.6	N=631
8. The faculty's command of their subject matter is excellent.	1.0	3.3	15.4	40.9	26.1	13.3	N=631
9. The various educational programs and courses available to students are exceptional.	0.3	4.0	13.8	48.7	25.9	7.3	N=632
10. The overall quality of the general education program at Cerritos College is outstanding.	0.2	3.8	13.7	46.8	28.2	7.3	N=634
11. The overall quality of vocational education programs at Cerritos College is outstanding.	0.8	1.9	11.9	40.2	33.0	12.2	N=630
12. The scholastic standards maintained at Cerritos College are high.	0.8	6.3	19.6	47.6	16.9	8.8	N=633
13. Academic freedom is supported and maintained at Cerritos.	1.3	2.4	14.2	45.8	25.3	11.0	N=633
14. Educational programs are routinely reviewed and needed changes are made where possible.	1.0	6.5	15.4	43.1	17.8	16.3	N=629
Comments about Educational Programs:							
Total Number of Respodents Making Comments = 66							
Number Made By:							
Managers =6							
Full-time Faculty =26							
Part-time Faculty =19							
All Other Staff =15							

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion	
INSTITUTIONAL STAFF							
15. Cerritos College maintains a good balance of administrators, faculty, and support staff to be an effective institution.	7.4	15.2	14.1	41.1	12.6	9.6	N=633
16. The professional development programs at Cerritos College meet my needs.	5.2	12.0	21.1	39.3	11.7	10.7	N=634
17. Campus activities are related to my needs/interests.	2.2	8.8	32.0	35.4	8.0	13.7	N=628
18. Cerritos College maintains a good balance of "minority groups" on staff.	3.2	10.3	19.3	39.0	14.4	13.8	N=631
19. Excellent cooperation/communication exist between departments/areas across campus.	7.7	22.9	21.9	29.0	6.5	12.0	N=634
20. Significant recognition is given to staff contributions.	4.9	13.0	17.3	44.9	11.1	8.7	N=630
21. As an employee, I feel that I am a member of the Cerritos family/team.	3.0	8.0	15.4	46.6	23.0	4.1	N=635
22. Staff at Cerritos College are student-centered.	1.3	5.7	15.7	48.2	22.4	6.7	N=629
23. I am pleased with the opportunities which exist for my professional growth.	4.4	11.9	19.2	39.8	19.0	5.7	N=631

Comments about Institutional Staff:

Total Number of Respondents Making Comments = 85
Number Made By:
Managers =6
Full-time Faculty =42
Part-time Faculty =15
All Other Staff =22

STUDENT SERVICES							
24. Students are well served by the following:							
Recruitment	1.9	5.0	17.0	41.9	14.6	19.6	N=623
Admissions	1.3	4.8	12.3	50.5	19.2	12.0	N=626
Registration	2.2	6.4	12.3	49.2	18.1	11.8	N=626
Orientation	1.0	2.9	13.8	43.9	20.7	17.5	N=624
Academic Advisement (Counseling)	3.7	9.8	20.2	41.5	11.6	13.2	N=620

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion	
24. Students are well served by the following:							
Assessment	1.3	3.5	18.8	41.1	18.8	16.4	N=627
Placement	1.6	4.3	19.9	41.3	14.6	18.3	N=624
25. Services are delivered to students in a coordinated manner.	0.6	7.3	18.3	45.8	9.3	18.7	N=627
26. Minority groups are aggressively recruited and enrolled at Cerritos.	0.8	3.2	15.2	40.6	16.5	23.8	N=626
27. The services delivered to students are routinely reviewed and needed changes are made where possible.	0.6	5.0	18.7	40.8	10.2	24.6	N=625
28. The array of student services available at Cerritos is exceptional.	0.3	2.4	18.0	44.9	21.8	12.6	N=628

Comments about Student Services:

Total Number of Respondents Making Comments = 72
Number Made By:
Managers =6
Full-time Faculty =33
Part-time Faculty =14
All Other Staff =19

COMMUNITY SERVICES

29. The range of Community Services provided by Cerritos College meets the needs of its community.	0.3	2.9	11.8	46.0	23.5	15.5	N=626
30. The community liaison/outreach efforts made by the college are outstanding.	0.5	3.9	19.0	38.9	16.6	21.2	N=622
31. Community Services is an integral part of the college mission.	0.2	4.0	13.8	49.8	23.1	9.2	N=624
32. The programs and services delivered to the community are routinely reviewed and needed changes are made where possible.	0.3	2.2	18.9	35.1	14.3	29.2	N=624
33. The Community Services function at Cerritos is exceptional.	0.6	3.7	19.2	36.0	21.9	18.6	N=625

Comments about Community Services:

Total Number of Respondents Making Comments = 56
Number Made By:
Managers =5
Full-time Faculty =24
Part-time Faculty =8
All Other Staff =19

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion	
LEARNING RESOURCES							
34. Resources that support student learning are given high priority and are well-supported.	1.8	5.5	15.2	51.0	14.4	12.3	N=620
35. The services and resources available from the following are exceptional:							
Library	1.6	5.3	15.4	49.2	18.5	10.0	N=628
Computer-assisted instructional labs	1.0	2.2	15.1	47.8	17.8	16.1	N=628
Tutoring	0.5	2.1	17.7	48.0	17.3	14.4	N=631
Instructional Media	0.6	2.2	16.2	45.9	21.6	13.4	N=622
Teleconferencing	1.1	2.3	26.2	26.8	6.9	36.7	N=622
36. The learning resources and materials at Cerritos are easy to access and use.	0.8	3.5	13.2	56.7	16.3	9.5	N=631
37. The learning resources/support services are routinely reviewed and needed changes are made where possible.	1.0	2.9	19.7	37.4	9.7	29.4	N=629
38. The array of learning resources provided to students/faculty is exceptional.	0.8	4.8	21.2	46.0	13.2	14.0	N=622

Comments about Learning Resources:

Total Number of Respondents Making Comments = 57
Number Made By:
Managers =3
Full-time Faculty =31
Part-time Faculty =7
All Other Staff = 16

PHYSICAL RESOURCES							
39. The physical materials/resources necessary for my job are well-provided.	4.3	12.0	12.0	51.7	18.5	1.6	N=634
40. Space is effectively utilized within my department/area.	4.9	14.5	8.3	47.6	22.0	2.7	N=628
41. The college facilities are attractive.	5.6	14.6	14.6	46.4	17.0	1.7	N=629
42. The campus facilities and grounds are well-kept.	1.9	6.8	9.8	53.6	26.2	1.8	N=634
43. Equipment is well-maintained.	3.8	9.9	16.9	46.8	15.9	6.7	N=634

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion	
PHYSICAL RESOURCES (continued)							
44. The physical resources at Cerritos are routinely reviewed and needed changes are made where possible.	1.3	9.3	21.2	37.7	8.1	22.4	N=634
45. A comfortable work environment has been created and is maintained.	3.7	9.7	13.7	54.5	15.7	2.7	N=629
46. The physical resources at Cerritos are exceptional for meeting the needs of students.	2.7	11.5	22.2	40.6	12.8	10.1	N=625

Comments about Physical Resources:

Total Number of Respondents Making Comments = 104
Number Made By:
Managers =11
Full-time Faculty = 45
Part-time Faculty = 21
All Other Staff = 27

FINANCIAL RESOURCES							
47. Significant financial resources are directed towards accomplishing major institutional goals and priorities.	1.8	8.0	21.2	36.3	7.5	25.4	N=628
48. Adequate input is gathered and considered in determining resource allocations.	3.5	10.0	23.7	28.5	7.0	27.3	N=629
49. Cerritos College is taking appropriate steps to strengthen its financial condition.	1.6	2.7	20.6	33.8	10.2	31.1	N=627
50. Financial management at Cerritos exhibits sound budgeting and control, with proper records, reporting, and auditing.	1.4	4.6	17.0	34.7	13.7	28.5	N=628
51. Financial resources at Cerritos College are exceptional for supporting the needs of this institution.	1.9	8.8	23.7	28.6	8.5	28.5	N=625

Comments about Financial Resources:

Total Number of Respondents Making Comments = 52
Number Made By:
Managers =4
Full-time Faculty =27
Part-time Faculty =8
All Other Staff =13

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion	
GOVERNANCE AND ADMINISTRATION							
52. I am supportive of the leadership exercised at Cerritos College.	4.5	8.6	13.7	49.4	18.3	5.6	N=629
53. I am pleased with the access I have to individuals at all levels of the administrative hierarchy campus-wide.	2.1	8.9	12.4	46.3	24.1	6.2	N=630
54. Board policies are fair and provide guidance to the college administration.	3.0	7.2	22.8	40.0	10.7	16.3	N=627
55. Changes and transitions (i.e., hiring of new personnel, office relocation, etc.) occur in a planned & orderly manner.	6.2	15.2	16.6	39.1	13.1	9.9	N=627
56. I believe that Cerritos College's policies & procedures ensure fair treatment of issues and personnel.	4.5	11.7	17.4	44.6	12.5	9.3	N=625
57. I am pleased with the organizational structuring within my department/area.	3.5	7.8	10.0	50.2	24.7	3.7	N=627
58. I believe that faculty appropriately share in the governance of the college.	2.2	8.1	20.9	40.4	13.1	15.2	N=626
59. The Board is conscientious in carrying out its governance role.	2.4	8.4	21.5	39.8	10.4	17.5	N=628
60. Each employee has the opportunity through various channels to give input into the decision-making process.	4.1	14.1	17.0	42.8	11.8	10.2	N=629
61. Through the faculty senate, every faculty member has direct input into the decision-making process.	1.6	5.8	17.7	38.3	14.5	22.1	N=626
62. The board establishes policies, but does not administer the insititution.	7.0	12.0	23.5	26.4	5.4	25.6	N=625
63. The administration provides leadership that makes possible an effective teaching and learning environment.	4.5	7.5	17.7	48.5	12.4	9.4	N=627
64. The role of faculty in institutional governance is clearly defined.	3.0	8.5	22.3	36.5	9.1	20.5	N=624
65. The role of support staff (non-faculty) and of students in institutional governance is clearly defined.	3.5	8.8	22.9	37.3	7.5	20.0	N=625
66. The board effectively manages the institution's assets and insures fiscal integrity.	2.7	3.3	22.8	37.6	8.1	25.4	N=627

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion	
GOVERNANCE AND ADMINISTRATION (continued)							
Comments about Governance and Administration:							
Total Number of Respondents Making Comments = 57							
Number Made By:							
Managers = 5				Part-time Faculty = 6			
Full-time Faculty = 28				All Other Staff = 18			
GENERAL INSTITUTIONAL EFFECTIVENESS							
67. I feel a great sense of purpose among the staff at Cerritos.	2.1	6.4	15.8	49.6	23.8	2.4	N=627
68. My supervisor is willing to listen to my work-related problems.	1.4	2.4	4.0	38.9	50.6	2.7	N=632
69. My supervisor takes action to facilitate my work.	1.7	3.5	6.5	39.4	46.5	2.4	N=630
70. Cerritos College is innovative.	1.8	6.6	14.1	48.1	22.7	6.8	N=622
71. The amount of pressure/stress in my work environment is manageable.	2.5	8.4	9.8	56.4	20.9	1.9	N=631
72. I am pleased with the security of my position.	4.3	7.2	9.7	49.0	25.7	4.0	N=626
73. My responsibilities and duties are adequately delineated.	2.2	6.7	8.0	54.5	26.9	1.7	N=628
74. I have control over events which affect my position.	5.4	15.3	17.3	39.5	16.8	5.7	N=626
75. I am pleased with the overall image of Cerritos College.	1.6	6.0	7.6	52.0	30.7	2.1	N=631
76. I am fairly compensated as an employee of the College.	4.6	10.0	10.3	50.4	22.6	2.0	N=629
77. I maintain a very positive attitude about Cerritos College.	1.4	2.5	7.8	44.1	42.9	1.3	N=631
78. I am proud to work at Cerritos College.	1.1	0.8	5.1	41.8	50.1	1.1	N=631
79. The relationship between Cerritos College and its community is exceptional.	0.6	3.3	16.8	41.8	25.2	12.4	N=632
80. I believe that, overall, Cerritos College is an effective institution.	0.3	1.6	5.4	51.7	37.8	3.2	N=629
Comments about General Institutional Effectiveness:							
Total Number of Respondents Making Comments = 44							
Number Made By:							
Managers = 2				Part-time Faculty = 12			
Full-time Faculty = 20				All Other Staff = 10			

ACCREDITATION
INSTITUTIONAL EFFECTIVENESS SURVEY
(CHANGE FROM FALL 1988 TO FALL 1989)

Please return this survey by Friday, September 15, 1989 to your immediate manager. Thank you.

Check the following demographic items as they apply to you:

Staff Classification:

+2.0 Executive/Administrative/Managerial
-2.8 Faculty
+2.0 Professional/Non-Faculty
+2.6 Secretarial/Clerical
-0.1 Technical/Paraprofessional
-0.2 Skilled Crafts
-3.4 Service/Maintenance

Ethnicity:

-0.7 American Indian/Native Alaskan
+1.3 Asian or Pacific Islander
+0.9 Black
-1.2 White/Caucasian
+0.2 Hispanic
+0.1 Filipino
-1.0 Other

Employment Status:

+6.1 Full-time
-6.1 Part-time

Gender:

-2.0 Male
+2.0 Female

Age Group:

-0.1 Under 20
-0.5 20 - 25
-1.0 26 - 30
+1.3 31 - 35
-1.9 36 - 40
+1.6 41 - 45
+2.1 46 - 50
+0.9 51 - 55
-1.8 56 - 60
-2.0 61 - 65
+0.4 66 - 70
+0.2 Over 70

For each statement below, please indicate the degree to which you agree or disagree.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
GOALS AND OBJECTIVES						
1. I understand the College's philosophy and mission.	0.0	+0.4	+1.2	-1.5	+1.7	-1.8
2. I generally feel well informed about the major goals and priorities at Cerritos.	+0.2	+1.1	+1.0	-1.4	+2.0	-2.9
3. I believe I can provide input to the goals and objectives established at Cerritos.	-0.5	-0.8	+1.0	-3.4	+6.5	-2.6
4. The activities of my unit/department/ office relate to the major goals and objectives of the College.	-0.4	+0.4	+2.0	-6.0	+5.8	-2.2
5. Overall, I believe the College can achieve the goals it has established.	-0.3	+0.4	+3.4	-3.1	+2.4	-2.7

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
GOALS AND OBJECTIVES (continued)						
Comments about Goals and Objectives:						
Total Number of Respondents Making Comments = +8						
Number Made By:						
Managers = +7						
Full-time Faculty = -1						
Part-time Faculty = - 2						
All Other Staff = + 4						
EDUCATIONAL PROGRAMS						
6. Faculty participate fully in curriculum development.	+0.1	- 1.0	+0.7	+1.4	- 3.0	+2.0
7. The various methods of instruction used by Cerritos faculty facilitate student learning.	+0.4	- 0.6	+0.5	+3.0	- 3.0	- 0.1
8. The faculty's command of their subject matter is excellent.	+0.6	- 1.0	- 1.6	+2.4	+0.1	- 0.4
9. The various educational programs and courses available to students are exceptional.	- 0.3	- 0.6	- 0.2	+4.8	- 3.1	- 0.6
10. The overall quality of the general education program at Cerritos College is outstanding.	- 0.4	+1.4	- 1.2	+2.4	0.0	- 2.2
11. The overall quality of vocational education programs at Cerritos College is outstanding.	- 0.1	+0.6	- 0.8	+3.2	+1.1	- 4.0
12. The scholastic standards maintained at Cerritos College are high.	- 0.7	- 3.4	- 2.7	+7.7	+1.3	- 2.2
13. Academic freedom is supported and maintained at Cerritos.	- 0.8	- 0.9	+2.1	- 1.2	+1.3	- 0.6
14. Educational programs are routinely reviewed and needed changes are made where possible.	- 0.5	- 1.5	- 1.3	+2.5	+1.1	- 0.1
Comments about Educational Programs:						
Total Number of Respodents Making Comments = +22						
Number Made By:						
Managers = + 4						
Full-time Faculty = + 5						
Part-time Faculty = + 8						
All Other Staff = + 5						

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
INSTITUTIONAL STAFF						
15. Cerritos College maintains a good balance of administrators, faculty, and support staff to be an effective institution.	+2.8	+1.2	-3.8	-1.5	-0.2	+1.4
16. The professional development programs at Cerritos College meet my needs.	+1.8	-1.2	-2.5	+1.9	+0.4	-0.4
17. Campus activities are related to my needs/interests.	0.0	-2.2	+0.4	+3.2	+1.5	-2.6
18. Cerritos College maintains a good balance of "minority groups" on staff.	+0.3	-1.5	+1.7	-1.3	+2.6	-1.8
19. Excellent cooperation/communication exist between departments/areas across campus.	-0.2	0.0	+0.3	+1.4	+0.2	-1.7
20. Significant recognition is given to staff contributions.	-0.3	-4.7	-5.6	+11.7	+3.0	-4.2
21. As an employee, I feel that I am a member of the Cerritos family/team.	-1.4	-1.3	-0.8	+0.1	+3.1	+0.3
22. Staff at Cerritos College are student-centered.	-1.1	-1.7	+0.8	-0.8	+2.3	+0.4
23. I am pleased with the opportunities which exist for my professional growth.	+0.4	+0.7	-1.2	-0.4	+2.3	-1.8

Comments about Institutional Staff:

Total Number of Respondents Making Comments = No Change
Number Made By:
Managers = + 1
Full-time Faculty = + 6
Part-time Faculty = - 8
All Other Staff =+ 1

STUDENT SERVICES						
24. Students are well served by the following:						
Recruitment	-0.3	-1.4	-1.2	+0.9	+2.3	-0.3
Admissions	+0.7	-0.2	-0.8	-1.2	+3.3	-1.8
Registration	+0.2	-0.7	-1.5	+2.1	+1.0	-1.1
Orientation	+0.7	-1.2	-4.1	-0.4	+6.3	-1.6
Academic Advisement (Counseling)	+1.7	-1.3	0.0	-0.7	+0.3	-0.1

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
24. Students are well served by the following:						
Assessment	±0.7	- 1.0	±3.3	- 3.5	±1.4	- 1.0
Placement	±0.5	- 0.5	±1.1	- 3.7	±3.5	- 0.8
25. Services are delivered to students in a coordinated manner.	- 0.5	±0.7	- 1.1	±0.2	±0.9	- 0.1
26. Minority groups are aggressively recruited and enrolled at Cerritos.	±0.1	- 0.4	- 1.2	±5.2	- 0.8	- 2.7
27. The services delivered to students are routinely reviewed and needed changes are made where possible.	- 0.3	- 1.3	±0.2	±4.0	- 1.0	- 1.8
28. The array of student services available at Cerritos is exceptional.	±0.1	- 1.4	±1.0	±0.4	±3.1	- 3.3

Comments about Student Services:

Total Number of Respondents Making Comments = + 13
Number Made By:
Managers = + 2
Full-time Faculty = + 5
Part-time Faculty = 0
All Other Staff = + 6

COMMUNITY SERVICES

29. The range of Community Services provided by Cerritos College meets the needs of its community.	0.0	- 0.2	- 0.2	±0.4	±0.7	- 0.4
30. The community liaison/outreach efforts made by the college are outstanding.	±0.4	±0.2	- 1.3	±3.2	- 0.4	- 1.8
31. Community Services is an integral part of the college mission.	- 0.4	±0.1	±2.7	±1.6	- 1.6	- 2.3
32. The programs and services delivered to the community are routinely reviewed and needed changes are made where possible.	0.0	- 0.8	±2.5	- 1.5	±3.1	- 3.4
33. The Community Services function at Cerritos is exceptional.	±0.2	- 0.2	±0.6	- 2.6	±2.7	- 0.7

Comments about Community Services:

Total Number of Respondents Making Comments = + 12
Number Made By:
Managers = + 3
Full-time Faculty = + 5
Part-time Faculty = - 5
All Other Staff = + 9

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
LEARNING RESOURCES						
34. Resources that support student learning are given high priority and are well-supported.	0.0	-1.1	±2.2	±1.1	0.0	-1.9
35. The services and resources available from the following are exceptional:						
Library	±0.3	-0.5	±1.8	-1.8	±1.8	-1.5
Computer-assisted instructional labs	±0.6	-1.2	±1.1	±2.1	±0.5	-3.1
Tutoring	-0.4	-3.1	±0.6	±2.2	±2.8	-2.1
Instructional Media	-0.4	-0.8	±1.6	±0.2	±3.2	-3.9
Teleconferencing	±0.5	-1.1	-0.2	±5.5	-0.3	-4.3
36. The learning resources and materials at Cerritos are easy to access and use.	-0.2	-1.7	±3.8	±3.8	±0.4	-6.0
37. The learning resources/support services are routinely reviewed and needed changes are made where possible.	0.0	-0.8	-0.8	±5.5	±1.5	-5.2
38. The array of learning resources provided to students/faculty is exceptional.	-0.5	-2.2	±3.1	±2.6	±0.4	-3.4

Comments about Learning Resources:

Total Number of Respondents Making Comments = + 1
Number Made By:
Managers = 0
Full-time Faculty = + 3
Part-time Faculty = - 8
All Other Staff = + 6

PHYSICAL RESOURCES						
39. The physical materials/resources necessary for my job are well-provided.	-0.2	±0.6	±0.9	±1.0	-1.4	-0.8
40. Space is effectively utilized within my department/area.	-1.2	±2.0	-1.5	±1.5	±1.2	-2.0
41. The college facilities are attractive.	±0.2	±1.7	±1.1	±0.1	-3.1	-0.1
42. The campus facilities and grounds are well-kept.	-0.2	±0.1	±3.0	-0.8	-2.4	±0.3
43. Equipment is well-maintained.	±1.3	±1.6	-0.8	-5.8	±2.0	±1.7

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
PHYSICAL RESOURCES (continued)						
44. The physical resources at Cerritos are routinely reviewed and needed changes are made where possible.	-2.1	+1.0	+1.9	+3.6	-2.1	-2.2
45. A comfortable work environment has been created and is maintained.	+0.6	-1.1	+1.7	+4.6	-4.4	-1.4
46. The physical resources at Cerritos are exceptional for meeting the needs of students.	-0.6	-0.2	+1.0	+0.5	-0.1	-0.7

Comments about Physical Resources:

Total Number of Respondents Making Comments = + 6
Number Made By:
Managers = + 7
Full-time Faculty = + 5
Part-time Faculty = +1
All Other Staff = - 7

FINANCIAL RESOURCES

47. Significant financial resources are directed towards accomplishing major institutional goals and priorities.	-0.5	+2.9	+1.0	+1.3	+1.4	-6.9
48. Adequate input is gathered and considered in determining resource allocations.	+0.5	+2.3	+0.5	+2.5	+2.3	-7.9
49. Cerritos College is taking appropriate steps to strengthen its financial condition.	+0.3	-0.7	-1.0	+3.4	+3.7	-5.7
50. Financial management at Cerritos exhibits sound budgeting and control, with proper records, reporting, and auditing.	+0.4	+2.2	-0.2	+1.7	+3.0	-7.2
51. Financial resources at Cerritos College are exceptional for supporting the needs of this institution.	-0.6	+0.5	-1.4	+4.1	+2.9	-5.4

Comments about Financial Resources:

Total Number of Respondents Making Comments = + 16
Number Made By:
Managers = + 2
Full-time Faculty = + 8
Part-time Faculty = - 3
All Other Staff = + 9

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
GOVERNANCE AND ADMINISTRATION						
52. I am supportive of the leadership exercised at Cerritos College.	±1.3	±0.8	- 2.5	±0.5	±0.3	- 0.3
53. I am pleased with the access I have to individuals at all levels of the administrative hierarchy campus-wide.	- 1.6	±2.1	- 2.0	- 1.2	±4.1	- 1.4
54. Board policies are fair and provide guidance to the college administration.	±0.3	±1.2	- 0.9	- 1.3	±1.3	- 0.5
55. Changes and transitions (i.e., hiring of new personnel, office relocation, etc.) occur in a planned & orderly manner.	- 0.5	±2.0	- 4.3	±6.0	±3.5	- 6.7
56. I believe that Cerritos College's policies & procedures ensure fair treatment of issues and personnel.	±0.5	0.0	- 0.9	±1.8	±0.4	- 1.8
57. I am pleased with the organizational structuring within my department/area.	- 0.3	0.0	- 2.2	±2.6	±0.2	- 0.3
58. I believe that faculty appropriately share in the governance of the college.	- 1.7	- 2.2	±1.1	±2.7	±1.8	- 1.9
59. The Board is conscientious in carrying out its governance role.	0.0	±3.7	- 0.7	±0.5	±0.9	- 4.4
60. Each employee has the opportunity through various channels to give input into the decision-making process.	N/A	N/A	N/A	N/A	N/A	N/A
61. Through the faculty senate, every faculty member has direct input into the decision-making process.	N/A	N/A	N/A	N/A	N/A	N/A
62. The board establishes policies, but does not administer the insititution.	N/A	N/A	N/A	N/A	N/A	N/A
63. The administration provides leadership that makes possible an effective teaching and learning environment.	N/A	N/A	N/A	N/A	N/A	N/A
64. The role of faculty in institutional governance is clearly defined.	N/A	N/A	N/A	N/A	N/A	N/A
65. The role of support staff (non-faculty) and of students in institutional governance is clearly defined.	N/A	N/A	N/A	N/A	N/A	N/A
66. The board effectively manages the institution's assets and insures fiscal integrity.	N/A	N/A	N/A	N/A	N/A	N/A

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
GOVERNANCE AND ADMINISTRATION (continued)						
Comments about Governance and Administration:						
Total Number of Respondents Making Comments = - 4						
Number Made By:						
Managers = + 1						
Full-time Faculty = 0						
Part-time Faculty = - 7						
All Other Staff = + 2						
GENERAL INSTITUTIONAL EFFECTIVENESS						
67. I feel a great sense of purpose among the staff at Cerritos.	±0.4	- 1.2	- 1.5	±1.0	±3.0	- 1.6
68. My supervisor is willing to listen to my work-related problems.	- 0.1	±0.1	- 1.3	±1.7	- 1.2	±0.9
69. My supervisor takes action to facilitate my work.	±0.3	- 0.9	- 1.6	±3.3	- 1.3	±0.1
70. Cerritos College is innovative.	±0.4	±1.2	- 4.7	±2.4	±1.5	- 0.7
71. The amount of pressure/stress in my work environment is manageable.	- 1.0	±2.0	±2.2	- 6.3	±2.6	±0.4
72. I am pleased with the security of my position.	- 1.2	- 0.7	- 0.6	±1.0	±3.2	- 1.9
73. My responsibilities and duties are adequately delineated.	±0.5	±0.7	±1.0	- 3.6	±1.2	±0.2
74. I have control over events which affect my position.	- 0.7	- 1.5	- 0.3	- 0.3	±1.7	±1.1
75. I am pleased with the overall image of Cerritos College.	±0.8	- 0.1	- 0.9	- 0.9	±2.3	- 1.2
76. I am fairly compensated as an employee of the College.	- 0.1	- 1.0	±1.2	- 0.1	±0.4	- 0.4
77. I maintain a very positive attitude about Cerritos College.	±0.6	±0.4	±0.6	- 0.6	- 1.2	±0.2
78. I am proud to work at Cerritos College.	±0.8	0.0	- 1.2	±2.9	- 2.9	±0.3
79. The relationship between Cerritos College and its community is exceptional.	±0.1	±0.7	±0.4	- 1.7	±2.4	- 1.9
80. I believe that, overall, Cerritos College is an effective institution.	0.0	±0.5	- 0.4	±1.9	- 2.6	±0.6
Comments about General Institutional Effectiveness:						
Total Number of Respondents Making Comments = - 33						
Number Made By:						
Managers = - 2						
Full-time Faculty = - 6						
Part-time Faculty = - 14						
All Other Staff = - 11						

INSTITUTIONAL EFFECTIVENESS SURVEY
STATISTICALLY SIGNIFICANT CHANGE
FALL 1988 TO FALL 1989

ALL STAFF

Q12 — The scholastic standards maintained at Cerritos College are high.
Positive Change — Fall 1988 mean: 3.6572
Fall 1989 mean: 3.8172 2-tail Prob. = .003

Q20 — Significant recognition is given to staff contributions.
Positive Change — Fall 1988 mean: 3.2458
Fall 1989 mean: 3.4887 2-tail Prob. = .000

Q21 — As an employee, I feel that I am a member of the Cerritos family/team.
Positive Change — Fall 1988 mean: 3.7080
Fall 1989 mean: 3.8203 2-tail Prob. = .050

Q24D — Students are well served by the following - Orientation.
Positive Change — Fall 1988 mean: 3.8460
Fall 1989 mean: 3.9903 2-tail Prob. = .004

Q35C — The services and resources available from the following are exceptional.
Positive Change — Fall 1988 mean: 3.8107
Fall 1989 mean: 3.9429 2-tail Prob. = .006

Q49 — Cerritos College is taking appropriate steps to strengthen its financial condition.
Positive Change — Fall 1988 mean: 3.5906
Fall 1989 mean: 3.7097 2-tail Prob. = .039

Q51 — Financial resources at Cerritos College are exceptional for supporting the needs of the institution.
Positive Change — Fall 1988 mean: 3.3393
Fall 1989 mean: 3.4643 2-tail Prob. = .050

Q58 — I believe that faculty appropriately share in the governance of the college.
Positive Change — Fall 1988 mean: 3.5108
Fall 1989 mean: 3.6554 2-tail Prob. = .017

INSTITUTIONAL EFFECTIVENESS SURVEY
STATISTICALLY SIGNIFICANT CHANGE
FALL 1988 TO FALL 1989

EXECUTIVES/MANAGERS

Q20 — Significant recognition is given to staff contributions.
Positive Change — Fall 1988 mean: 3.2121
Fall 1989 mean: 3.8571 2-tail Prob. = .006

Q35B — The services and resources available from the following are exceptional - Computer-assisted instruction labs.
Positive Change — Fall 1988 mean: 3.8000
Fall 1989 mean: 4.2703 2-tail Prob. = .022

Q35C — The services and resources available from the following are exceptional - Tutoring.
Positive Change — Fall 1988 mean: 3.4194
Fall 1989 mean: 4.0263 2-tail Prob. = .010

Q37 — The learning resources/support services are routinely reviewed and needed changes are made where possible.
Positive Change — Fall 1988 mean: 3.3793
Fall 1989 mean: 4.0294 2-tail Prob. = .002

Q38 — The array of learning resources provided to students/faculty is exceptional.
Positive Change — Fall 1988 mean: 3.2759
Fall 1989 mean: 3.8158 2-tail Prob. = .039

INSTITUTIONAL EFFECTIVENESS SURVEY
STATISTICALLY SIGNIFICANT CHANGE
FALL 1988 TO FALL 1989

FULL-TIME FACULTY

Q24D — Students are well served by the following - Orientation.
Positive Change — Fall 1988 mean: 3.6710
Fall 1989 mean: 3.8844 2-tail Prob. = .039

Q58 — I believe that faculty appropriately share in the governance of the college.
Positive Change — Fall 1988 mean: 3.3257
Fall 1989 mean: 3.6047 2-tail Prob. = .022

INSTITUTIONAL EFFECTIVENESS SURVEY
STATISTICALLY SIGNIFICANT CHANGE
FALL 1988 TO FALL 1989

PART-TIME FACULTY

Q4 — The activities of my unit/department/office relate to the major goals and objectives of the College.
Positve Change — Fall 1988 mean: 4.2374
Fall 1989 mean: 4.3958 2-tail Prob. = .035

Q10 — The overall quality of the general education program at Cerritos College is outstanding.
Positive Change — Fall 1988 mean: 4.0486
Fall 1989 mean: 4.2782 2-tail Prob. = .011

Q12 — The scholastic standards maintained at Cerritos College are high.
Positive Change — Fall 1988 mean: 3.7401
Fall 1989 mean: 4.0146 2-tail Prob. = .005

Q14 — Educational programs are routinely reviewed and needed changes are made where possible.
Positive Change — Fall 1988 mean: 3.9070
Fall 1989 mean: 4.1429 2-tail Prob. = .016

Q15 — Cerritos College maintains a good balance of administrators, faculty, and support staff to an effective institution.
Positive Change — Fall 1988 mean: 3.7541
Fall 1989 mean: 3.9920 2-tail Prob. = .022

Q24G — Students are well served by the following - Placement.
Positive Change — Fall 1988 mean: 3.6846
Fall 1989 mean: 3.9052 2-tail Prob. = .030

Q28 — The array of student services available at Cerritos is exceptional.
Positive Change — Fall 1988 mean: 3.9623
Fall 1989 mean: 4.1570 2-tail Prob. = .029

Q49 — Cerritos College is taking appropriate steps to strengthen its financial condition.
Positive Change — Fall 1988 mean: 3.6117
Fall 1989 mean: 3.9146 2-tail Prob. = .008

Q50 — Financial management at Cerritos exhibits sound budgeting and control, with proper records, reporting, and auditing.
Positive Change — Fall 1988 mean: 3.5957
Fall 1989 mean: 3.8684 2-tail Prob. = .024

INSTITUTIONAL EFFECTIVENESS SURVEY
STATISTICALLY SIGNIFICANT CHANGE
FALL 1988 TO FALL 1989

PART-TIME FACULTY

Q51 — Financial resources at Cerritos College are exceptional for supporting the needs of this institution.
Positive Change — Fall 1988 mean: 3.3465
Fall 1989 mean: 3.7407 2-tail Prob. = .003

Q63 — Cerritos College is innovative.
Positive Change — Fall 1988 mean: 3.9777
Fall 1989 mean: 4.2086 2-tail Prob. = .017

Q72 — The relationship between Cerritos College and its community is exceptional.
Positive Change — Fall 1988 mean: 4.1104
Fall 1989 mean: 4.3438 2-tail Prob. = .015

INSTITUTIONAL EFFECTIVENESS SURVEY
STATISTICALLY SIGNIFICANT CHANGE
FALL 1988 TO FALL 1989

OTHER STAFF

Q20 — Significant recognition is given to staff contributions.
Positive Change — Fall 1988 mean: 2.8962
Fall 1989 mean: 3.2217 2-tail Prob. = .002

Q22 — Staff at Cerritos College are student-centered.
Positive Change — Fall 1988 mean: 3.5787
Fall 1989 mean: 3.7653 2-tail Prob. = .042

Q24G — Students are well served by the following - Orientation.
Positive Change — Fall 1988 mean: 3.8691
Fall 1989 mean: 4.0474 2-tail Prob. = .020

Q70 — I maintain a very positive attitude about Cerritos College.
Negative Change — Fall 1988 mean: 4.2183
Fall 1989 mean: 4.0682 2-tail Prob. = .037

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